



STATE OF MICHIGAN
MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH
Office of Career and Technical Preparation

Informational Update

January 2004

**PLEASE FORWARD THIS MESSAGE TO ALL IN YOUR REGION WHO ARE RESPONSIBLE FOR
CI PLANNING, ACTIONS, ASSESSMENT, AND REPORTING.**

Message from Patty Cantú:

Happy new year to those of you I haven't had a chance to see at our most recent meetings. I hope for you some stability and a firm foundation as we move through this difficult fiscal year. As you know, the Carl D. Perkins Act expires this year. There is movement in Washington on reauthorization right now. Within the next few weeks, I anticipate receiving guidance from the USDOE regarding the extension of our current State Plan for Vocational Education. We will be asked to give an update on a few areas of the current plan and to set CPI performance levels for next year. Because of the delay in reauthorization talks in Washington, and the length of time it takes to prepare a new state plan, we will most likely have an additional extension after the first one.

You may have heard of the announcement in the State of the Union address by President Bush of \$500 million for "Jobs for the 21st Century" initiative outlining job training and high school education programs. The intent of the programs is to provide "extra help to middle school and high school students who fall behind in reading and math." Details of the funding are unclear. The proposal is to fund partnerships between community colleges and employers in high demand job sectors, to expand Pell grants for low-income students, and to improve reading and math education in high school.

Recently, Congress passed the FY 2004 omnibus appropriations bills that await the President's signature. Although the President requested a 25% cut in the Perkins program, the bill sent to the President appropriates a slight increase to the Perkins basic state grant of .17% over FY 2003 levels. These funds are for the 2004-2005 school year. Hopefully, we will have more news to share from the USDOE in our February update.

Mini-Grants for Optional Career Preparation Data Collection Assistance and EDP Review

As you know, Section 68 (Career Preparation) funding was eliminated from the State School Aid Act for 2003-2004. However, many participating districts have continued with their commitment to full implementation of Career Pathways and EDPs, and some have expressed an interest in collecting accountability data in 2004 for local or regional use. As per Career Preparation system requirements, many local boards of education passed resolutions as a sign of their commitment to Pathways and EDPs by promising to complete implementation by June 2004.

In order to support districts and school boards interested in continuing with their efforts and to provide the ability to measure their progress, the Office of Career and Technical Preparation is arranging to provide districts with materials and data processing services at minimal cost. Since the most significant cost associated with collecting and processing this data is the staff time to conduct the EDP reviews, the OCTP is offering regions a small grant to help defray the cost of districts conducting EDP reviews. This week, a letter will be sent to Career Initiative coordinators asking for the number of districts that may be interested in collecting the data and receiving the mini-grant. Please contact your CI Coordinator if you would like to participate in this data collection process and be sure to notify your local School Board of the availability of this grant.

2004 Michigan Career Education Conference

The 2004 Michigan Career Education Conference, February 8-10, will now be held at the Amway Grand Plaza Hotel instead of the DeVos Place. Please make note of this important change.

MEGS/Federal Grants

Although we have approved grants through MEGS and grant letters have been mailed, we are still receiving calls that grant funds are not accessible. The reason? We are waiting for your **budget revisions**, based on the changes to our federal allocation amounts. Please be sure to take care of this detail on MEGS as soon as possible.

CTE Perkins and Tech Prep 2004-2005 Grant Applications

At both the January 14 and 21 Grant Dissemination Workshops clarification of financial policy regarding budget approval and end-of-year expenditures were emphasized. It has always been OCTP policy that budget revisions be approved by OCTP staff when the change involves a line item deviation of over 10% and/or there is a significant change in the approved activity prior to expenditure. Beginning with grant year 2004-2005 applications, no budget revisions may be made on MEGS after June 15 of the grant year (2005). All requested revisions must be submitted to OCTP by June 9, 2005 to allow time for OCTP review and notification of approval. This will allow a minimum of two weeks (June 15-June 30) to expend/encumber the funds.

If the End-of-Year report indicates any line item deviation of over 10% that **are over the budgeted** amount of the line item, recapture will occur. Following is the determination regarding recapture of funds which encompasses line item deviations of over 10%: "The state does not have authority to forgive a disallowed cost, regardless of the amount."

Line item deviations of over 10 % that are **under the approved budget** amount of the line item will not involve recapture but will require a letter of explanation to the OCTP team leader for that region. However, if budget expenditures are appropriately monitored line deviations of over 10% on the final expenditure report should not occur. Please contact Sandi Carter at carterse@michigan.gov if you have any questions.

State School Aid Funding Proration

Beginning in December 2003, fiscal year 2004 State School Aid payments include a notice that a supplemental proration has resulted in a reduction of the amount being received. Currently the reduction is about \$84 per pupil for local districts and 3.12% of unprotected categorical payments for intermediate school districts. Instructions from the Michigan Department of Education indicate that each state aid recipient must determine exactly which state aid program to prorate, i.e., Foundation or a non-protected State Aid categoricals like Voc Ed.

Please be aware that a reduction in expenditures in your Voc Ed program as a result of proration means a reduction in Section 61 a (1), Added Cost funding. Therefore, reducing expenditures as a result of proration from this categorical should be carefully considered as it is used for maintenance of effort for federal CTE funding, Carl D. Perkins.

Another consideration is that a reduction in Added Cost could mean closing down CTE programs and negatively affecting Added Cost funds expended for CTE programs which are used to determine future Added Cost reimbursement rates. You may wish to discuss these issues with the decision makers in your area prior to determination as to where the proration will be taken.

MDE is developing a Frequently Asked Question (FAQ) information document that will include information relating to considerations and clarification of concerns like falling below the previous year's maintenance of effort for federal funding. That document will be shared as soon as it is available. If you have any questions please contact Sandi Carter at carterse@michigan.gov.

Breaking Traditions Award Applications

This award program recognizes outstanding students in CTE programs considered nontraditional for their gender. Please see application for specific qualifications. Application packets must be postmarked on or before February 15, 2004. Applications are available at:

http://www.michigan.gov/documents/04_Breaking_Traditions_Application_77999_7.doc.

SEMCDEFA Conference

The South East Michigan Career Development Facilitator Association conference is scheduled for Friday, March 5, 2004; 7:30 a.m. – 3:00 p.m. at the Advanced Technology Building, Room T-1, Oakland Community College, 2900 Featherstone Road, Auburn Hills, Michigan 48326; www.oaklandcc.edu. The conference brochure and registration information is attached.

MSU Posting for Part-Time Research Assistant

The person assigned to this position must possess strong analytical, research and writing skills. Former teacher and/or field experience in the areas of engineering, manufacturing, or industrial technology is highly recommended. Maintain regular contact with secondary schools to post their technical education activities, and to provide them with requested educational materials. Be responsible for mass mailing, development of an on-line newsletter, and preparation of information packets for workshops. Conduct extensive technical education research using the Internet, library resources, multi-media, and education directories. Assist with the development of a technical education website. MSU is an equal opportunity employer. Send cover letter and resume to Dr. Gloria Kielbaso, Manly Miles 15-B, MSU, 1405 South Harrison, East Lansing, MI 48823.

Michigan FIA has Funding for Postsecondary Education

The Federal Government has recently provided allocations to states to fund Educational Training Vouchers (ETV). The passage of the Promoting Safe and Stable Families Legislation of 2001 added a sixth purpose to the Chafee Act that set-aside specific money for education and training vouchers. This provision was funded for fiscal year 2003 and fiscal year 2004. Youth with a high school diploma or GED who were in foster care after age 14 and/or those youth that were adopted after age 16 could be eligible to receive up to \$5,000.00 each fiscal year. The award must go to support the youth's education at postsecondary education at a university, colleges, vocational-technical schools and other accredited programs. The ETV funds provided are available for educational supports not to exceed the cost of attendance. The total cost of attendance includes tuition, room and board, books, supplies, transportation, and miscellaneous personal expenses including purchase of a personal computer. Additional services are available for those with dependent children and students with disabilities. Application materials and more detailed information are available at the FIA Central Office.

For more information and to apply contact: Foster Care Program Office
235 S. Grand Ave., Suite 510
Lansing, MI 48909
(517) 241-8904

MIT for HS Girls

The Women's Technology Program at MIT is a four-week summer residence program to introduce high school girls to electrical engineering and computer science. If you know a girl who is currently a high school junior with demonstrated math and science ability and an interest in finding out about EECS, please encourage her to visit the website for more information and for an application form (applications are due February 3, 2004).

<http://wtp.mit.edu>. Classes are taught in a supportive environment by a staff of women MIT PhD candidates and undergraduates. The full-time academic program includes hands-on experiments and team-based projects in computer science, electrical engineering, and mathematics. Goals are to: Increase girls' interest and confidence in pursuing computer science and engineering and make them aware of their potential for success in these fields. Participants are selected from a nationwide applicant pool of girls who attend the program in the summer between

their junior and senior year in high school. No prior experience in computer programming, physics, or electrical engineering is expected, but applicants typically have strong academic records, especially in math and science.

Turning the Accountability Tables

For too long teachers have been forced into a defensive posture, protecting their professionalism and their students' learning from the accountability hawks who know little about teaching and learning, Chris W. Gallagher asserts. It's time to turn the tables. The fundamental problem, in his view, is that reformers focus -- to borrow a useful formulation from Linda Darling-Hammond's wonderful book "The Right to Learn" -- on "designing controls" rather than "developing capacity." In other words, instead of promoting and investing in the expertise of teachers and trusting them to do their job, most state systems focus their resources on building remote-control systems, in which "experts" -- administrators, policy makers, politicians, curriculum designers, textbook companies, or testing firms -- set and measure the educational agenda from afar. The fatal flaw in this approach is not hard to see, but, as such historians as Lawrence Cremin, Larry Cuban, David Tyack, and Darling-Hammond tell us, it has haunted the history of U.S. education reform. The mistake is treating school reform as a technical problem, not a people problem. Reformers seem to "forget" again and again that institutions are made up of people, and these people constitute a local culture that must be engaged if long-term change is to be sustained.

Gallagher offers 10 ten questions for reflection upon the principles of sound accountability: (1) Does this system regard teachers as leaders? (2) Does this system focus on capacity rather than controls? (3) Does this system foster commitment and not mere compliance? (4) Does this system promote integration of accountability and school improvement? (5) Does this system risk complexity rather than demand simplicity? (6) Does this system really include all students? (7) Does this system engage all teachers? (8) Does this system engage all other relevant stakeholders? (9) Does this system keep pedagogy at its center? (10) Does this system encourage high-impact, not high-stakes, assessment? <http://www.pdkintl.org/kappan/k0401gal.htm>

Who Helps Public Schools: A Portrait of Local Education Funds

Throughout American history, public schools have been supported by education support organizations. Formed by groups of citizens, they have supported and advanced quality education, serving as catalysts and change agents in communities across the country. They help bring together diverse stakeholders; work with school districts and communities and work to improve educational outcomes. They vary widely in size, activities, and even in purpose. Local education funds are nonprofit organizations that advocate for involvement by all segments of the public in public education, for accountability and achievement of high standards by all involved with public education, and for systemic improvement in the quality of public education. LEFs work with, but are independent of, their school systems, have paid staffs and boards reflective of the community, and tend to work in school districts with a significant population of low-income children. Public Education Network (PEN) is a national organization of LEFs and individuals working to improve public schools and build citizen support for quality public education in low-income communities across the nation. Using IRS Form 990 data, Linda Lampkin and David Stern analyze LEFs' finances, locations, development, and programs and find a healthy, growing movement dedicated to strengthening local education through community involvement; www.urban.org.

2004 Scholar Athlete Milk Mustache of the Year (SAMMY) Awards

Each year, the got milk?/Milk Mustache campaign, in partnership with USA Today, recognizes 25 high school senior student athletes nationwide with a \$7,500 scholarship for their achievements in academics, athletics, community service and leadership. This year, the hunt is on again as it's time to kick off the 2004 Scholar Athlete Milk Mustache of the Year (SAMMY) awards. www.whymilk.com/win_sammy.

Different Standards for Severely Disabled Students

Education Department officials have decided children with the most severe learning problems can be held to a different academic standard than their peers -- a move that will ease pressure on schools struggling to make yearly progress, reports Ben Feller. The new department rule to be announced within days would affect a limited number of students deemed to have "significant cognitive disabilities" by their states. It would allow those students to be tested against standards appropriate for their intellectual development. And, more significantly, their scores would

be counted as part of their school's performance. Currently, students who take tests based on different standards can't be considered "proficient." This penalizes schools as they add up yearly achievement, which is critical because schools that receive federal aid for the poor but fail to make adequate yearly progress face increasing sanctions from the government. Many schools have failed to make annual progress because their disabled students didn't score high enough on tests or because too few of those students participated. www.sfgate.com/cgi-bin/article.cgi?f=/news/archive/2003/12/03/national0147EST0419.DTL

New Guidance Issued on "Adequate Yearly Progress" for Special Education Students

Education Secretary Rod Paige announced new guidance on one of the difficult questions surrounding the "Adequate Yearly Progress" requirements of the No Child Left Behind Act (NCLB): how to deal with severely disabled pupils in calculating who is and isn't making adequate yearly progress. The U.S. Department of Education issued its clarification of this requirement, and the flexibility states have, in the December 9 issue of the Federal Register. The answer is that up to 9 percent of special education students (or 1 percent of the total student body) may be assessed for proficiency against the goals of their personal Individual Education Plans (IEPs) rather than being forced to meet the general proficiency benchmarks that other pupils must meet. Final regulations from the Federal Register (12/9/03) are at: www.ed.gov/legislation/FedRegister/finrule.